

In addition to work set, please continue with:

Reading

Read school reading books and any books you have at home. Ask children to summarise what has happened in the story so far, to make predictions about what they think might happen next. Can they make comparisons between this book and other books that they have read or that are written by the same author?

Spelling

Continue to learn weekly spellings (usually tested on a Monday). Use the spelling words in a sentence. Find other words from the same 'family' of words.

Time Tables

Work on X2, x10, X5 and X3 (Year 2 target). Write out multiplication number sentences with the Division inverse,

e.g. $8 \times 2 = 16$, $16 \div 8 = 2$.

If you have a tablet or computer, use 'Hit the Button' to practise multiplication, division and number bonds.

If possible, use the time at home for 'everyday maths': measuring, baking, counting coins, fractions.

The Diary of Samuel Pepys

Sunday 2nd September 1666



Dear Diary,

My maid, Jane, called up to me early this morning to tell me there was a big fire burning in the city. It was far away so I went back to sleep. When I got up this morning, I saw the fire out of my window but it was still far away. Jane came to tell me the fire began in a bakery on Pudding Lane and 300 houses had been burned down. She was very worried and I began to panic. The fire is spreading and I am afraid my house will be burned down!

Monday 3rd September 1666

Dear Diary,

The fire is still getting bigger! I am very scared because it is getting closer to my house! Today, I hid all my money in the cellar. I hope it is hidden deep enough so that it will be safe from the fire.



Tuesday 4th September 1666

Dear Diary,

The awful fire continues! Early this morning, I put all my most expensive things in a cart and took them to my friend's house. I was in such a hurry I didn't even get dressed. I just wore my nightgown! On the way, I saw lots of people running away from the fire. I hope this fire doesn't get any worse. If it does, I will dig a hole in the garden and bury my bottles of wine and cheese to keep them safe.



Questions

1. Where did the fire begin? Tick one.

☐ Cake Street

☐ Pudding Lane

☐ Bread Pond

2. Draw lines to match these sentences.

Samuel Pepys hid

to his friend's house.

Samuel Pepys took his expensive things

all his money in the cellar.

Samuel Pepys was afraid

his house would burn down.

3. Number the events below to show the order in which they happened in the diary. The first one has been done for you.

	Samuel hides all his money in the cellar.
1	Samuel sees the fire out of his window.
	Samuel begins to panic.
	Samuel takes his things to his friend's house.

4. Find and copy one word that shows what Samuel Pepys thinks of the fire.

5. What do you think Samuel Pepys will do on Wednesday 5th September 1666?

The Great Fire of London

In the early hours of Sunday 2nd September, 1666, a fire started in the bakery on Pudding Lane. Thomas Farriner, the baker, had forgotten to put out the fire he had made to bake the bread. The fire got out of control and before long, the bakery was alight. The fire then quickly spread to nearby buildings.

The buildings in London at that time were made of wood and were built very close together, which meant the fire could spread easily from one building to the next.



Did You Know...?

Even after the Great Fire of London, a national fire service was not formed until 1866.

There were no firefighters in 1666, so the people in the city had to fight the fire themselves. They used leather buckets filled with water from the River Thames, but this didn't work very well. On Sunday evening, they started pulling down houses to stop the fire spreading as the wind was strong and it was helping to spread the fire. Soon, people were running from the fire, taking their belongings onto boats on the river.

On Tuesday, the fire destroyed St Paul's Cathedral.

Luckily, on Wednesday, the wind wasn't as strong and this helped to slow the fire down. The people were able to fight it with buckets of water to stop the flames spreading. Soon after, the fire was finally put out.



Much of London had been destroyed by the fire and had to be rebuilt. The new buildings were made of brick and were built further apart to try to stop any future fire from spreading so far.



The Great Fire of London

Answer the following questions using full sentences.

1. When did the Great Fire of London begin?

2. Where did the fire start?

3. What was the name of the baker?

4. Why did the people of the city have to fight the fire?

5. Why did the fire spread so easily? Give two reasons.

6. On what day did the fire destroy St Paul's Cathedral?

7. What were the new buildings made from? Why?

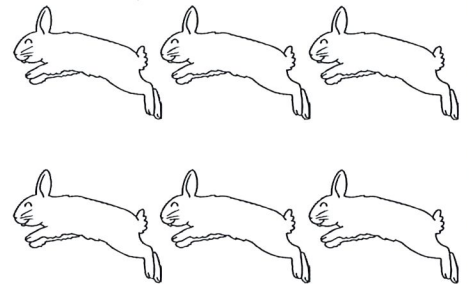
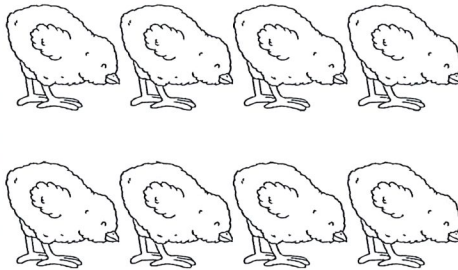
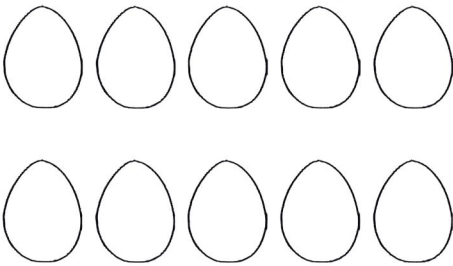
8. When was the first fire service started?

9. How do you think the people of London felt when the city was on fire?

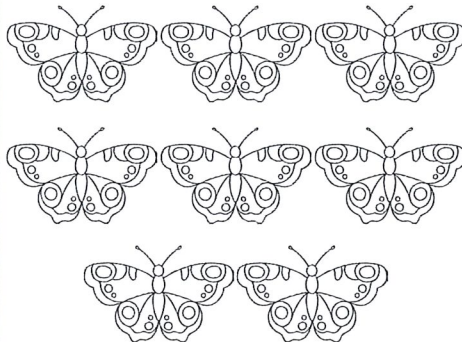
Spring Fractions

Colour the correct fractions of the spring pictures.

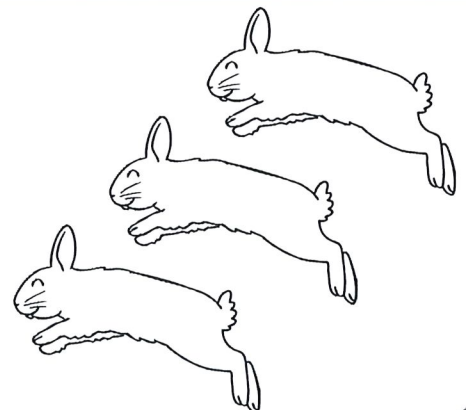
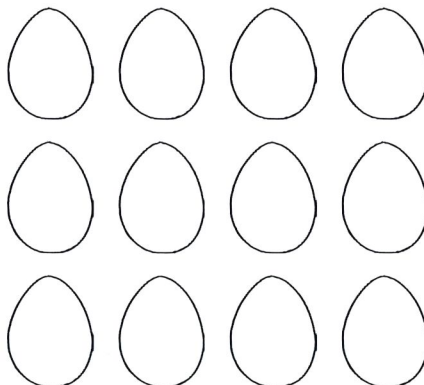
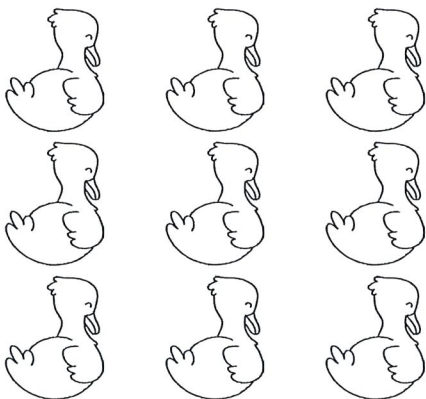
For each group of spring pictures, colour in $\frac{1}{2}$.



For each group of spring pictures, colour in $\frac{1}{4}$.

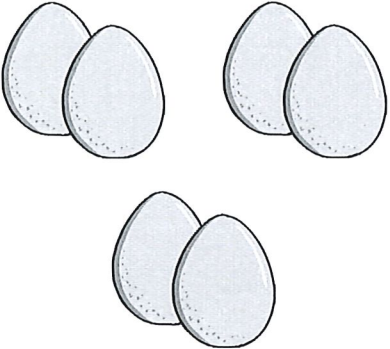


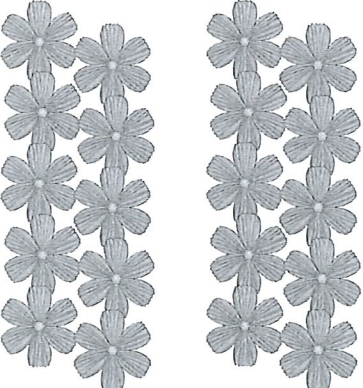


For each group of spring pictures, colour in $\frac{1}{3}$.



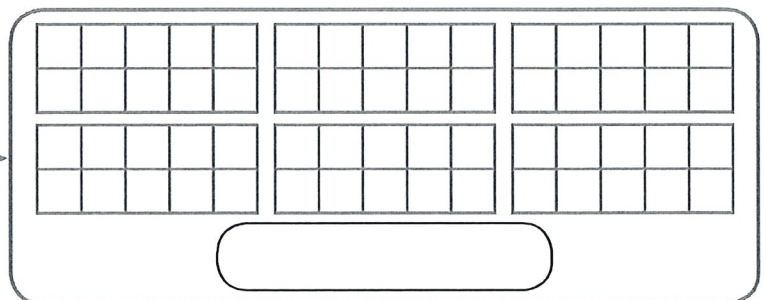
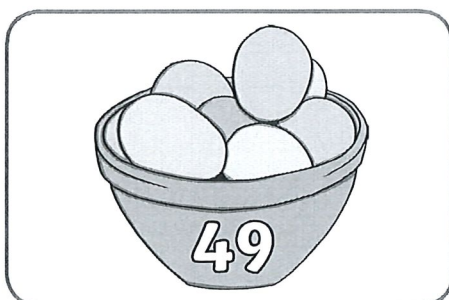
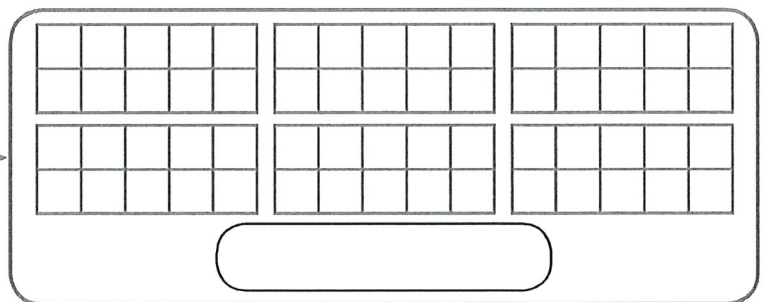
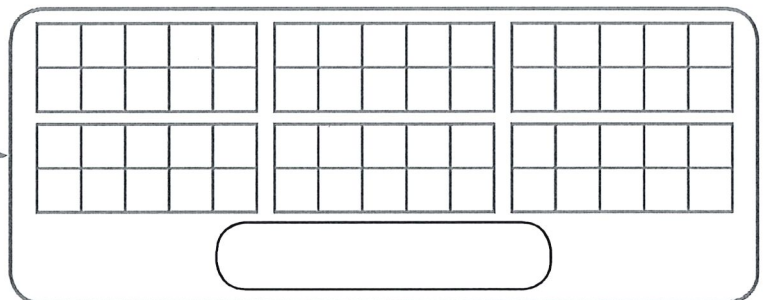
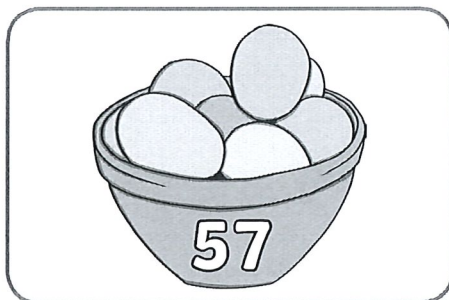
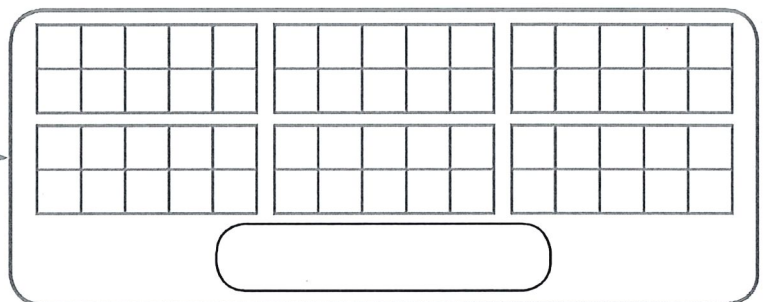
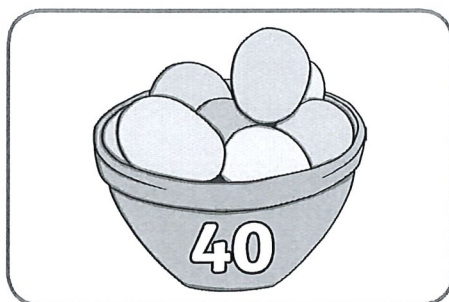
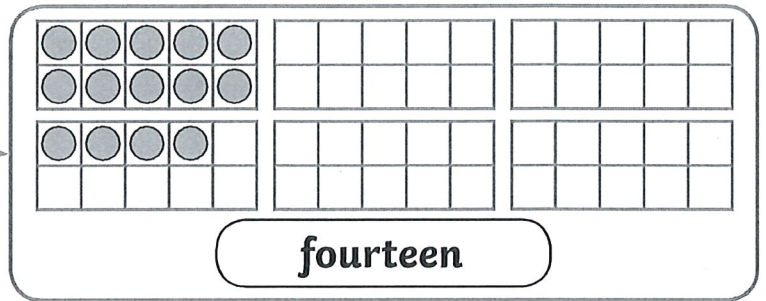
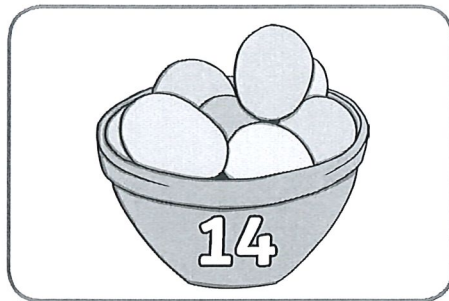
Spring Division by Grouping

Use the spring pictures to complete the sentences and the calculations.

	<p>There are <input type="text"/> altogether.</p> <p>There are <input type="text"/> groups.</p> <p>There are <input type="text"/> in each group.</p>	<p><input type="text"/> ÷ <input type="text"/> = <input type="text"/></p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>
	<p>There are <input type="text"/> altogether.</p> <p>There are <input type="text"/> groups.</p> <p>There are <input type="text"/> in each group.</p>	<p><input type="text"/> ÷ <input type="text"/> = <input type="text"/></p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>
	<p>There are <input type="text"/> altogether.</p> <p>There are <input type="text"/> groups.</p> <p>There are <input type="text"/> in each group.</p>	<p><input type="text"/> ÷ <input type="text"/> = <input type="text"/></p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>
	<p>There are <input type="text"/> altogether.</p> <p>There are <input type="text"/> groups.</p> <p>There are <input type="text"/> in each group.</p>	<p><input type="text"/> ÷ <input type="text"/> = <input type="text"/></p> <p><input type="text"/> × <input type="text"/> = <input type="text"/></p>

Number Representations to 100

Draw circles in the ten-frames to represent the number on the egg baskets. Write the number in words. The first one has been done for you.



Share What You Know about Seeds

Imagine you are writing instructions to go on the back of a packet of seeds. What would you tell people to do to make sure their seeds grow and stay healthy?

- _____
- _____
- _____
- _____
- _____
- _____

Note for parents: Children can complete this activity at their own level. Confident writers should be able to have a go at writing the instructions; less confident writers may need more support, or to express their ideas verbally.